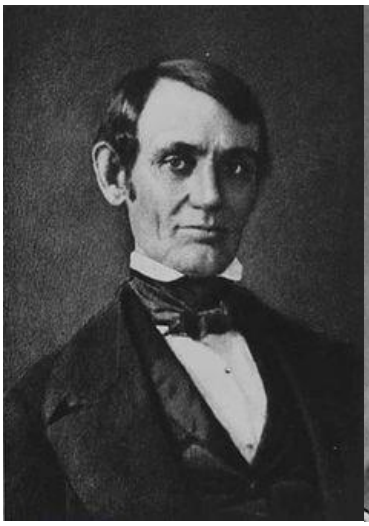
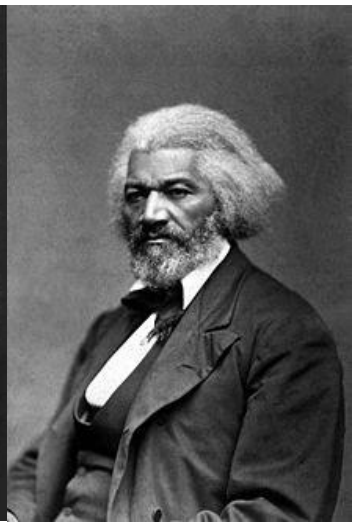
2017 Faculty Fellow American History and Government Teaching Modules Digest



Abraham Lincoln (1840s)
Source: *Pinterest* at
https://tinyurl.com/y7lkcjlr



Frederick Douglass.
Source: *Wikipedia* at
https://tinyurl.com/pk5xljn

University of Tennessee at Chattanooga
Center for Reflective Citizenship

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Editor's Message

Shortly after the 2011 creation of the University of Tennessee at Chattanooga (UTC) Center for Reflective Citizenship (CRC), I hoped to be fortunate enough to plan and implement educational institutes whereby outstanding teachers could work with nationally and internationally-known academics in deepening their knowledge of American History, Government, and related disciplines. Thanks to the generosity of several foundations and support from UTC, by spring 2016 the CRC had sponsored twelve different institutes and programs that provided middle, high school, and introductory college-level teachers from Chattanooga, Southeast Tennessee, and North Georgia the opportunity to learn more about significant historical, cultural, legal, economic, and international topics that are essential in fostering the development of thoughtful, knowledgeable, and prudent citizens.

A second longer-range CRC aspiration was the identification of a small group of the most talented and innovative teacher alumni of CRC programs. These teachers and the CRC staff would engage in a collaborative effort resulting in the creation of high quality history and government instructional resources that would be available at no charge to large numbers of instructors in middle, high school, and introductory survey-level college classrooms. The CRC's first publication, *2017 Faculty Fellow American History and Government Teaching Modules,* is hopefully a realization of this objective.

Succinct descriptive abstracts of ten instructional modules CRC Faculty Fellows developed (there is also an eleventh website resources module) are included in this communiqué. Readers interested in accessing complete PDF copies of all modules along with all instructional material can do so at https://www.utc.edu/center-reflective-citizenship/modules/index.php

The instructional modules encompass a variety of significant themes, but all modules share the following commonalities:

- An emphasis upon rich and intellectually engaging American history and government content
- Are designed to be taught in two-four hours of class time
- Include exemplary digital resources and practical pedagogical strategies
- Fellows first taught extensive early versions of their modules and subsequently made modifications
- Faculty Fellows working with CRC staff further refined and augmented all modules
- Modules are focused but flexible; revisions resulted in more instructional options

A number of people including academics, students, and other educators played valuable roles in contributing to these instructional materials but CRC Faculty Fellows justly deserve the most credit for their hard work. Brief profiles of these exceptional teachers are available at the conclusion of this publication.

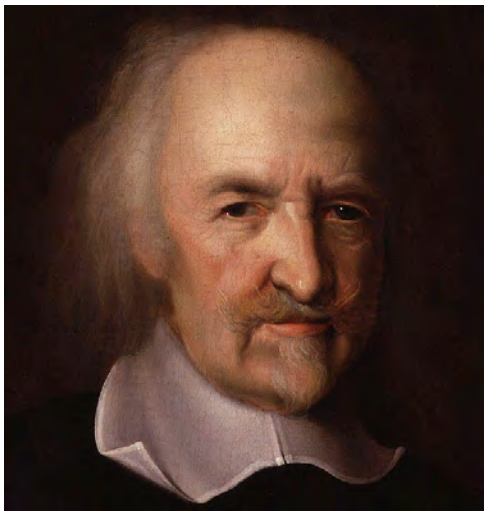
Cordially,
Lucien Ellington
Director: Center for Reflective Citizenship University of Tennessee at Chattanooga
Email: Lucien-Ellington@utc.edu

The Political Philosophies of Thomas Hobbes and John Locke

Matt Logan
LaFayette High School
LaFayette, Georgia

This module was developed and utilized for a ninth-grade advanced placement U.S. government class to teach the AP syllabus topic "Constitutional Foundations**:** English Enlightenment Influences." However, the module may be utilized in standard or honors U.S. government or history classes.

Estimated module length: Two hours and fifteen to twenty minutes



Thomas Hobbes. Source: *Wikipedia* at https://tinyurl.com/leocdbx.

John Locke. Source: *Wikipedia* at https://tinyurl.com/kpmmpb2.

Overview

Thomas Hobbes (April 5, 1588–December 4, 1679) and John Locke (August 29, 1632–October 28, 1704), although in agreement in some of their assertions about human nature and the need for government, held radically different perspectives about the ability of people to govern themselves. A number of American founders, familiar with both political philosophers, favored the ideas of Locke, particularly the assertions that men had natural rights, rulers should derive their authority from the consent of the governed, and the governed had the right to overthrow governments that abused their rights.

This module is designed to introduce students to the political thought of both men and serves as a bridge to future lessons concerning the Declaration of Independence, the U.S Constitution, and other foundational documents.

Objectives

Students will:
Identify Thomas Hobbes's and John Locke's contributions to the English Enlightenment.

Compare and contrast their beliefs about the state of nature, the best type of government, and the nature of the social contract.

Explain the concepts of popular sovereignty, consent of the governed, and the social contract, and how these concepts influenced the American Revolution and founding documents like the Declaration of Independence and the U.S. Constitution.

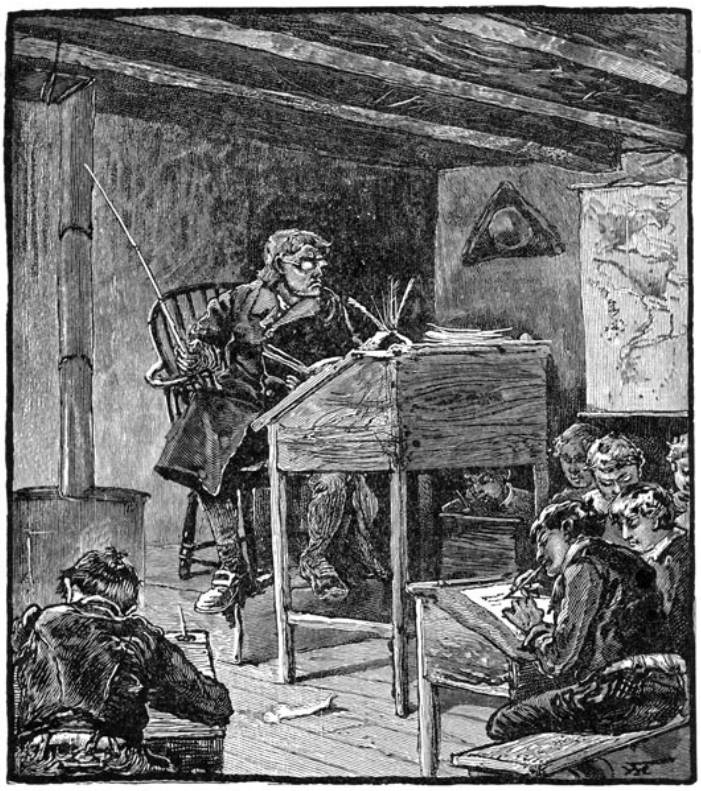
Prerequisite knowledge

The module was written to enable students to have contextual knowledge for understanding the creation of the American political system. The assumption is that students will have no prior knowledge of Hobbes and Locke. Basic understanding of terms and concepts such as sovereignty, consent, order, and liberty is assumed.

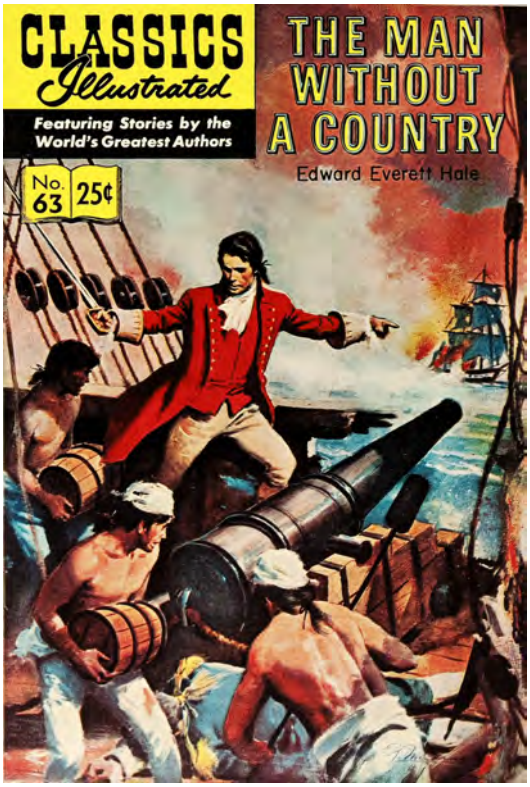
Module 1: American Citizenship Past, Present, and Future?

Hunt Davidson
Chattanooga Christian School Chattanooga, TN

Editor's note: Most of this module was created over a several year period by Chattanooga Christian School History Department Chair Gary Lindley, working with Hunt Davidson. Portions of this module can be traced back to Covenant College Professor Steve Kaufmann. The editor expanded the original module and added supplemental information and activities.



Seventeenth-century grammar school class. Source: *City of Boston blog* at https://tinyurl.com/ybzxobgf.



Cover of *Classics Illustrated* No. 63, featuring "The Man Without a Country" by Edward Everett Hale. Source: *Linda Hall Library* at https://tinyurl.com/yac79q7o.

The module was developed and utilized for a ninth-grade civics and American government class. However, the content of the module is "high expectations," and the module can be utilized in most high school standard or honors U.S. government or history classes. The module was created for a Christian school, but this version is designed for use in both public and private schools.

Estimated module length: Three hours and fifteen minutes (about one hour each for three classes,
about thirty to forty-five minutes for day one's homework, and about
forty-five to sixty minutes for day two's homework)

Overview

The essential question "What does it mean to be an American citizen?" has been at the heart of our national dialogue since the founding. Indeed, simply investigating our original national motto, *e pluribus unum* ("out of many, one"), reveals that a general conceptualization of what kind of people we were to be was central to understanding the Founders' conceptions of the Republic and of national identity. What have many Americans believed to be "good citizenship" at various junctures in our history? Have these beliefs changed, and if so, how? What contemporary visions of American citizenship might have the most profound future ramifications and why?

This module is a systematic exploration of the above essential questions that utilizes class discussion and reflection, primary source excerpts, and historical fiction. It only scratches the surface of this important subject.

Objectives

Students will:
Demonstrate an understanding of various definitions of citizenship.

Utilize primary source excerpts from American schoolbooks to understand what children were taught about good citizenship in the eighteenth and nineteenth centuries.

Compare and contrast how American schools and our culture define what constitutes a "good citizen" now and what might be expected of good citizens in the future.

Investigate and explore the idea of citizenship through reading Edward Everett Hale's short story "The Man Without a Country" and utilize the related workshop available on the website *What So Proudly We Hail*.

Prerequisite knowledge

The model was written to enable students to gain knowledge appropriate for understanding citizenship in general, and American citizenship in particular. The assumption is that students will have had no prior experience with any of the primary sources. However, there is an expectation that students have basic familiarity with the concept of "citizenship" and an elemental understanding of terms such as republic, voting, rights, and duties.

The Rise and Fall of Empires

Hunt Davidson
Chattanooga Christian School
Chattanooga, Tennessee

Editor's note: Chattanooga Christian School History Department Chair Gary Lindley had the original idea that resulted in the development and implementation of this module.

This interdisciplinary module was developed and utilized for a ninth-grade civics and American government class. However, the content of the module is "high expectations," and it can be utilized in high school standard or honors U.S. government or history classes. The module is intended for students who are near the end or about to complete a civics, U.S. government, or history class.

Estimated total time: Two to three fifty-minute classes

Overview

Thomas Cole. Source: *Wikipedia* at https://tinyurl.com/yd6hu9vl.

"The Consummation of Empire" by Thomas Cole. Source: *Explore Thomas Cole* at https://tinyurl.com/y8mkcnrf.

Why do empires rise? Why do they fall? Even the briefest survey of history will reveal the fact that no empire or great nation has permanently endured through the ages. Are there common characteristics that great nations and empires across time and space share in their

rise and fall? American Founders, particularly those who were college graduates, with classical educations grounded in the study of antiquity recognized that no polity is immune from eventual decline and fall, but attempted to design a system that would preserve a republican form of government as long as possible. During this module, students will work with a series of paintings titled *The Course of Empire* by Thomas Cole (1801–1848), a noted American landscape artist. In the course of the module, students will consider Cole's visual depiction of a cycle of history and use Cole's ideas to reflect upon America's past and its future.*

*(For the purposes of this module, although the terms "empire" and "great nation" are both used, the two are not necessarily synonymous, and teachers are encouraged to draw some distinction for students between the two terms. Empires have characteristically possessed colonies—e.g. the Roman Empire, Imperial China, or the British Empire—while great nations like the U.S. or contemporary China don't have formal colonies, but because of military power and cultural and political influence exercise and even contest for geopolitical spheres of influence.)

Objectives

Students will:
Discuss and analyze various themes that, according to Cole, accompany the rise and fall of great civilizations.

Analyze the series of paintings *The Course of Empire* Thomas Cole painted between 1833 and 1836. utilizing three criteria: analysis of technique, exploration of historical context, and interpretation of themes and symbols.

Consider how in developing our present Constitution, some of the Founders attempted to construct a system that could effectively forestall national decline as long as possible.

Reflect upon what lessons Cole thought his paintings had for the U.S. in the 1830s and what lessons the paintings might have for contemporary Americans.

Prerequisite knowledge

The assumption is that students will have no prior knowledge of Thomas Cole or his paintings. However, it is expected that they will be familiar with the generalization that nations do rise and fall, and to date, there is no evidence one nation's particular political system has proven impervious to events and to time. Since this module is intended to be used near the conclusion of a school year, the expectation is that students will understand basic information about American history, the Constitution, and our political system.

Lincoln: The Man, the Politician, and Slavery: 1838–1858

Jeremy Henderson
Chattanooga High Center for Creative Arts
Chattanooga, Tennessee

Abraham Lincoln, 1840s (left) and the Lincoln Memorial (right)
Source: *Wikimedia Commons* at https://tinyurl.com/y9d8z9e8 and https://tinyurl.com/ya5xpnfh.

Overview

This module was originally developed and utilized in an eighth-grade American history class in order that students might have more realistic perceptions of Abraham Lincoln as a human being and an aspiring leader, and to understand his views about slavery before the Civil War. The module can be easily adapted to high school American history courses.

Many, if not virtually all, middle and high school students have difficulty humanizing Lincoln because of a lack of knowledge about Lincoln's life before he became one of the nation's greatest presidents. Little or no understanding of Lincoln's early life and his thought and writing before becoming president often causes students to easily succumb to the erroneous notion that Lincoln was an abolitionist, or the even more inaccurate perception that Lincoln cared nothing for the plight of black slaves. This module is designed to assist students in the cultivation of a more accurate and nuanced view of Lincoln, and hopefully complements existing textbooks and other pedagogical tools readers might use in their classes (estimated time, two and a half to three hours).

Objectives

Students will:

Differentiate between the somewhat dehumanized Lincoln of the Lincoln Memorial and Mount Rushmore and Lincoln the human being—a person with arguably the most humble origins of all American presidents and the politician whose views evolved yet who consistently possessed antislavery beliefs.
Analyze primary source excerpts of Lincoln's speeches and letters from before the Civil War to think about Lincoln as an aspiring leader and to better understand his views about slavery and how they changed.

Think about Lincoln in the context of nineteenth-century rather than early twenty-first-century beliefs about African-Americans.

Prerequisite knowledge

No prior knowledge of Lincoln himself is necessary. Basic understanding of the following terms and concepts will be helpful: abolition movement, Africa colonization plans for former slaves, Missouri Compromise, Compromise of 1850, Fugitive Slave Law, Kansas-Nebraska Act, and *Dred Scott v. Sandford*.
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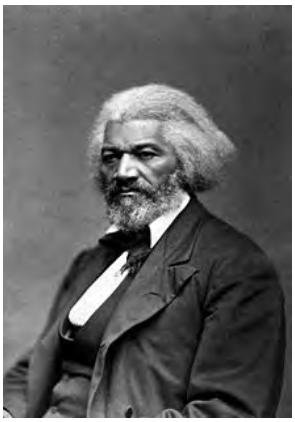
"Do Nothing with Us!" African-American Integration during Reconstruction

Jeremy Henderson
Chattanooga High Center for Creative Arts
Chattanooga, Tennessee

This module was developed and utilized in an eighth-grade American history class in order to meet state U.S. history standards on slavery and Reconstruction. However, the module is applicable to middle and high school American history courses elsewhere.

The inspiration for this module comes from a lecture by Peter Myers titled "Frederick Douglass, Martin Luther King Jr., and Integration."

Estimated module length: Two and half hours



Frederick Douglass. Source: *Wikipedia* at https://tinyurl.com/pk5xljn.

Meeting of the Committee of Freedmen, Edisto Island. Source: *PBS Learning Media* at https://tinyurl.com/ybxwsh7w.

Objectives

Students will:
Predict and hypothesize factors that changed the status of a people who formally constituted a subservient group in American life.
Analyze a speech by abolitionist Frederick Douglass given at the end of the Civil War.

Investigate the ways in which restrictions were placed on freedmen during the Reconstruction era.

Prerequisite knowledge

This lesson assumes students have completed a unit of study on the causes of the Civil War and the war's subsequent course of events. Students should also have some prior knowledge of Frederick Douglass.

Understanding the Complexities of War in American History: Select Case Studies

Michael Breakey
Georgia Northwestern Technical College
Rome, Georgia

Franklin Delano Roosevelt, World War II Infamy Speech. Source: *YouTube* at https://tinyurl.com/kpnb8my.

This module was developed and utilized in an introductory community college U.S. history course but can be utilized in standard or honors-level high school history courses.

While this module is chronological, it encompasses a series of events during separate periods of American history and thus may be most effectively used during various sections of a typical U.S. history course.

Estimated module length: Three hours (excluding enrichment/supplemental activities)

Overview

Article 1, Section 8 of the US Constitution grants the legislative branch the expressed power to declare war. Against the backdrop of unremitting war in Europe, the founders debated and decided the articulated power should rest with the U.S. Congress. Eleven times the U.S. Congress has approved formal declarations of war, with the last declaration occurring on June 4, 1942, against three European nations. Since World War II, the constitutional directive has not been followed.

The module is designed to first introduce students to the views of the Founding Fathers on armed conflict and government as they developed the US Constitution—specifically the process for the formal declaration of war against an adversary. The module will use background information from European wars of the eighteenth century as a bridge to understanding the debate at both the Philadelphia Convention and the language and intent of the Constitution. The remainder of this module includes case studies of the contextual events and decisions that led to three armed conflicts and post-World War 11 developments that have increased executive disposition to involve the U.S. in military conflict.

It is impossible for students to consider either formal declarations of war or acts of war unaccompanied by formal declarations without basic knowledge of the issues that lead to particular wars and some understanding of military history. The latter field is now often neglected both in university history departments and in high school and college classrooms. This module includes resources that help students understand not only how knowledge of military history influenced the authors of the Constitution but also three influential wars in American history: The Mexican War, World War II (with an emphasis on the Pacific Theater), and the Korean Conflict.

Objectives

Students will:
Understand the relationship between eighteenth-century European conflict and the political reactions of the Founders to prevent the relentless warfare experienced in Europe.

Examine examples of positions of several delegates at the Philadelphia Convention as they developed the declaration of war against an adversary in the U.S. Constitution through critically analyzing selected primary source excerpts of delegates' written positions, and Article 1, Section 8 of the Constitution.

Review the Mexican War and World War II (with specific focus on the events of December 1941) in order to understand the process of declaring war per the constitutional process.

Review and analyze post-World War II U.S. foreign policy—specifically the Truman Doctrine, the National Security Act of 1947, and National Security Council Resolution 68 (NSC-68)—to understand the changes in U.S. foreign policy related to the rising tensions of the Cold War.

Examine the U.S. and U.N. intervention in the Korean War with a focus on primary source documents and primary source excerpts.

Systematically study the interrelationships between diplomacy, armed conflicts, and utilization of the military in select examples from U.S. history.

Prerequisite knowledge

The module is designed to introduce students to the dominant view regarding war-making authority of the delegates to the 1787 Constitutional Convention and how the document reflects those views. The assumption is that students will have little to no prior knowledge or

understanding of the constitutional process of declaring war. Basic understanding of historical documents that influenced the development of the Constitution and the failure of the Articles of the Confederation, necessitating the Philadelphia Convention, is assumed, since this content is taught earlier in U.S. history courses.

Executive Decision-Making during Times of Crisis: Woodrow Wilson and World War I

Linda Moss Mines
Girls Preparatory School
Chattanooga, Tennessee

Woodrow Wilson. Source: *Wikipedia* at https://tinyurl.com/yaxtcdcj.

This module was developed and utilized for an eleventh and twelfth-grade advanced placement United States government class to address the AP syllabus topic "Presidential Powers." However, the module could easily be adapted for use in a standard or AP United States history class, a world history class, a twentieth-century U.S. foreign policy class, or a number of other elective semester courses offered at the high school level.

Estimated module length: Four forty-five minute classes, or a total of three hours

Background information

When the assassination of Austria-Hungary's Archduke Franz Ferdinand occurred in 1914 and triggered the implementation of a previously negotiated series of mutual support alliances among the European nations, President Woodrow Wilson, who believed in American neutrality, saw the U.S. role as the "peace broker." The 1914–1918 Great War (known today as World War I) developed into a war unlike any the belligerent nations had ever experienced, and Europe became a horrific battlefield. While the United States philosophically and fiscally supported the Triple Entente in the beginning years of the conflict, Wilson was determined to keep the nation out of armed conflict. However, by 1917, it looked as though both Russia and France would pull out of the war, leaving Great Britain alone to withstand the onslaught of German forces and a possible German victory. That outcome was simply not acceptable to Wilson.

This module is designed to introduce students to the series of events that precipitated the U.S. entry into World War I and the steps by which Wilson moved his perception of America's role from "peace broker" to "war ally." The process used in this module can be applied to other executive decision-making scenarios as varied as Truman's decision to remove General

Douglas MacArthur from command during the Korean Conflict to President George W. Bush's decision to announce a war against terrorism.

Objectives
Students will:
Identify the most significant military actions of 1914–1917, leading to the attrition among Allied forces and the expansion of aggressive actions toward the United States.

Analyze these situations and explore what alternative actions might have been considered by Wilson and his chief advisers.

Explain the significance of unrestrictive submarine warfare, the Zimmerman telegram, the belligerent communications from Germany, and the numerous sinking of ships in driving the United States toward a declaration of war, and Wilson's choice of language for the "Proclamation of War."

4. Analyze and critique excerpts from Wilson's April 3, 1917, Congressional War Message.

5. Identify key opposition to the war and the Wilson administration's reactions by applying analytical skills to understand significant events such as *Schenck v. United States*, Eugene Debs's speeches, and other writings.

Prerequisite knowledge

This module was designed to assist students in moving from a broad perception of the role of the president in the decision-making process to a view grounded in experience with actual events and the connecting subsequent presidential actions. The assumption is that students will possess only general knowledge related to World War I and very little specific content knowledge.

Executive Rhetoric and the American Presidency

Linda Moss Mines
Girls Preparatory School
Chattanooga, Tennessee

This module was developed and utilized for an eleventh- to twelfth-grade advanced placement United States Government and Politics class to address the AP syllabus topic "Presidential Powers." However, the module could easily be adapted or used in a standard or AP United States history class, U.S. foreign policy class, or twentieth-century U.S. history class.

Estimated module length: Two sixty-minute classes (or two hours) and potentially a third sixty-minute class. Individual components of the module may also be utilized in history courses when the event that precipitated the speech occurs chronologically in the syllabus.

Franklin D. Roosevelt, Harry S. Truman, John F. Kennedy, Lyndon B. Johnson, and George W. Bush. Sources: *Wikipedia* at https://tinyurl.com/qg596om and *American Rhetoric* at https://tinyurl.com/qdwsm7.

Overview

Current high school juniors and seniors were born post-2000 and have little or no memory of a political world without social media postings on Twitter and Instagram. The nature of today's social media and the immediacy of the varied news media's responses, analyses, and evaluations are vastly different from the past media coverage provided by newspapers, other print media, radio, and early television. Although political speeches today are still carefully scripted, twenty-first-century presidents and other elected officials are often asked to comment on issues in an unscripted and media-controlled forum and, at times (see the final example in the module), provide instant commentary in ways that are different than the past. Still, in some ways, presidential use of rhetoric as a political tool has not changed.

This module is designed to introduce students to four (and an optional fifth) important historical speeches and provide a method for analyzing word choice and the subtle messages in each speech. As Johann Wolfgang von Goethe so ably noted, "If you wish to know the mind of a man, listen to his words." Even with rapid media coverage today, presidential use of rhetoric to achieve political objectives remains highly important and worthy of attention in civic and history classrooms.

Objectives

Students will:
Learn the classical meaning of the term "rhetoric" through application and analysis of select presidential addresses.

Identify the key statements in the following historical speeches: Franklin D. Roosevelt's "Infamy Speech," Harry S. Truman's Speech on Korea, John F. Kennedy's Inaugural Address, Lyndon B. Johnson's "Why Vietnam?" speech, and George W. Bush's Evening Address, September 11, 2001.

Analyze each speech to determine specific phrases that conveyed to U.S. citizens and to the "enemy" or potential aggressor the proposed course of action, and the fundamental principles governing the U.S. response in the particular situations that constituted the causes of the presidential addresses.

Discuss and critique why specific phrases were carefully constructed for each speech and how a substantially different meaning might have been conveyed through different word usage.

Prerequisite knowledge

This module was developed with an awareness that many contemporary students understand the power of rhetoric, whether used in the realm of politics, intellectual thought, or consumer marketing. Although it is assumed that AP-level students will have some general knowledge of the four or five presidents whose rhetoric is being analyzed, it is also assumed that most will have little specific knowledge of the international context for each of the speeches and, in many cases, the effects of the presidential policies these speeches helped create. Before using any of the speeches with students, instructors are advised to introduce basic contextual information regarding events that preceded each selection chosen for the classroom. More

interesting analysis and subsequent discussion of presidential rhetoric on the part of students will probably be more likely to happen without too much prior discussion of subsequent presidential policies called for or implemented as a result of the speeches.

The US Constitutional and Legal Basis for a Declaration of War

Michael Breakey
Georgia Northwestern Technical College
Rome, Georgia

Clockwise, from top left: U.S. combat operations in Ia Drang, ARVN Rangers defending Saigon during the 1968 Tet Offensive, two A-4C Skyhawks after the Gulf of Tonkin incident, ARVN recapture Quảng Trị during the 1972 Easter Offensive, civilians fleeing the 1972 Battle of Quảng Trị, and burial of 300 victims of the 1968 Huế Massacre. Source: *Wikipedia* at https://tinyurl.com/y984pbqc.

This module was developed and utilized in an introductory technical college U.S. history course but can be utilized in standard or honors-level high school history courses. It is the second module of a two-part series with the same title and can be used separately or in conjunction with all or a portion of Understanding the Complexities of War in American History: Select Case Studies, Part 1.

Estimated module length: Approximately three hours (excluding homework/ enrichment/supplemental activities)

Overview

Article 1, Section 8 of the U.S. Constitution grants the legislative branch the expressed power to declare war. Over the last 75 years, since the congressional declaration of war against Japan propelled the United States into World War II (although presidents in their capacity as commander and chief of the U.S. military informed Congress of their decisions to use military force and, at times, sought and obtained congressional approval for use of military

force), the original constitutional process has not been followed. The U.S. has not formally declared war against an adversary since World War II, specifically June 4, 1942, against the Axis powers of Hungary, Romania, and Bulgaria. Three post-Korean War case studies that relate to U.S. initiation of military force—the Vietnam War, the 1973 War Powers Congressional Resolution, and the 1991 First Gulf War—are included in the module. The purpose of the module is not to influence students to either favor or oppose strict adherence to Article 1, Section 8 but to give them the basic knowledge to think more reflectively about both changes in the processes American presidents and Congress employ to use military force, as well as gain a better sense of the politics, diplomacy, and military considerations that have been prominent in more recent U.S. armed conflicts.

Objectives

Students will:
Understand the Cold War Domino Theory and its relationship to the origins of the American war with Vietnam.

Understand the Tonkin Gulf Incident and subsequent congressional decisions to allow increased presidential power to use force.

Learn the context that led to President George H. W. Bush's successful request to Congress for the use of force against Iraq in the 1991 first Gulf War.

Analyze the War Powers Act of 1973. Understand the rationale behind the act, the unintended consequences of the legislation, and that debates still occur in Congress today about the legislation's ramifications for the U.S.

Discuss and debate the costs and benefits associated with increased executive power to commit U.S. troops to combat without seeking a formal declaration of war from Congress.

Systematically study the interrelationships between diplomacy, armed conflicts, and utilization of the military.

Prerequisite knowledge

Basic understanding of historical documents that influenced the development of the present Constitution is assumed, since this content is taught earlier in U.S. history courses. If students are not specifically familiar with Article 1, Section 8 of the Constitution, they should be assigned the introduction in Understanding the Complexities of War in American History, Part 1. Those instructors who are teaching post-World War II U.S. history might consider using sections three (Key Cold War Policies) and four (The Korean Conflict) either in class or for homework so that students might have a more comprehensive understanding of historical events relating to use of military force in the years after 1945.

Conventional and Unconventional Political Participation: Democracy in Action

Matt Logan
LaFayette High School
LaFayette, Georgia

This module was developed and utilized for a ninth-grade advanced placement U.S. government class to teach the AP syllabus topic "Political Beliefs and Behaviors: Conventional and Unconventional Political Participation."

Estimated module length: Ninety minutes

Conventional political participation: The signing of the U.S. Constitution. Source: *Teaching American History* at https://tinyurl.com/ycy8r933.

Unconventional political participation: Boston Tea Party. Source: *Wikipedia* at https://tinyurl.com/y9g9gua5.

Overview

The United States is a democratic republic. This system of governance allows U.S. citizens to engage directly in political life through attempting to influence the public policies of their government. This allows different individuals and groups to choose various forms of action for different purposes. Conventional strategies like voting, running for office, making donations to candidates, or writing members of Congress are common and widely accepted. Unconventional participation is less widely accepted and often controversial. It involves using strategies like marching, boycotting, refusing to obey laws, or protesting in general. At different times in the nation's history, individuals and groups have succeeded or failed using both forms of participation.

Objectives

Students will:
Explain that in a democratic republic, citizens participate in the political system through their actions that can be conventional or, at times, unconventional.

Learn the concepts of conventional and unconventional political participation and study the civil rights movement as an example of a successful use of unconventional political participation.

Better understand the categories of conventional and unconventional political participation and types of actions associated with each category through applying knowledge to three political scenarios.

Prerequisite knowledge

In my course, this lesson is embedded in a unit on political beliefs and behaviors of U.S. citizens. It stands alone and requires no formal prerequisites, though students should have a general understanding of democracy as a form of government. It follows lessons about political beliefs and anticipates future lessons about voting and elections, civil liberties, and civil rights.

2017 University of Tennessee at Chattanooga
Faculty Fellows' Recommended American History and Government Teaching Websites

Editor's Note:
As we all worked on the development of American civic and history digital teaching resources this past year, the twenty-two entries below were gradually compiled, primarily because our superb group of teachers used them in their instructional modules development or incorporated a given site on a regular basis in their classroom instruction. I also added some sites that have been particularly useful for teachers and students. There are many excellent history and civics websites (including sites CRC Fellows included in the digital teaching resources they authored) on the Internet and the sites in this document are far from inclusive or even a representative sample of what is available. However, some of the best teachers I've ever known recommended them for quite good reasons. In some cases, registrations are required but there is no charge for access to any of the sites. We encourage all readers who aren't familiar with the sites featured in this document to explore the entries.

American Rhetoric
http://www.americanrhetoric.com/

This award-winning website contains free access to famous speeches and essays on rhetoric. The site includes a bank of 5,000 speeches, including audio and video of some of the greatest political speeches since the invention of sound recording, famous movie speeches (especially movies focusing upon history and politics), and a top 100 list of the most significant U.S. political speeches of the 20th century that two professors compiled based upon feedback from 137 scholars. The site also is a superb introduction to the concept of rhetoric and offers example speeches for aspiring orators.

Bill of Rights Institute
https://www.billofrightsinstitute.org/

Established in September 1999, the Bill of Rights Institute is a 501c3 non-profit educational organization that works to engage, educate, and empower individuals with a passion for the freedom and opportunity that exist in a free society. The Institute develops educational resources and programs for a network of more than 50,000 educators and 30,000 students nationwide. Although the site contains a number of classroom-related resources and professional development and student programs, *Voices of History* is one of many features in the site recommended. This site component includes key themes in American history and numerous lesson options for each theme.

Bill of Rights in Action: The Constitutional Rights Foundation
http://www.crf-usa.org/bill-of-rights-in-action/

The Constitutional Rights Foundation has been providing high quality programs for social studies teachers for decades but the *Bill of Rights in Action (BORIA)* digital publication (also available for no charge in hard copy) is arguably the jewel in the organization's crown. *BORIA's* are published quarterly and each issue contains short, accurate, informative, and interesting student readings on U.S. History, Government, and World History topics. The reading level of this curricular newsletter is high school and teachers who use *BORIA* often comment upon how much they learn from the publication.

(Editor's Note: Readers may access the complete teaching websites module at
https://www.utc.edu/center-reflective-citizenship/modules/teachingwebsites.php)

UTC Center for Reflective Citizenship Faculty Fellow Biographical Sketches

Michael Breakey teaches US History I, II, and College Success at Georgia Northwestern Technical College. Mike is also a retired Air Force Lieutenant Colonel and has a B.S. in Aeronautical Science from Embry-Riddle Aeronautical University, an M.A. in History from American Military University, and a PhD in the University of Tennessee at Chattanooga Learning and Leadership Program. In twenty-two years of military service, Mike deployed in support of numerous operations including Operations Desert Storm, Provide Comfort, Enduring Freedom, and Iraqi Freedom. He is a combat veteran with over 5,000 flight hours and his military awards include the Bronze Star Medal, the Defense Meritorious Service Medal, the Humanitarian Service Medal, and the Air Training Command Instructor Pilot of the Year.

Hunt Davidson is a high school teacher in the Upper School History Department at Chattanooga Christian School. Hunt holds a B.A. in Interdisciplinary Studies from Covenant College, an M.A.T. from Covenant College, and an M.A.L.A from St. John's College. He has co-created curriculum for a 9th grade Civics/US Government course, a 9th grade Economic Literacy course, and an 11th grade U.S. History course. Most recently, he developed a course entitled "Ancient and Medieval History" that he is currently teaching.

Pam Fields is Social Studies Department Chair and a high school teacher for Hilger Higher Learning. She teaches a variety of courses including U.S. History, American Government, Economics, World History, and Cultural World Geography. She holds a B.S in Elementary Education and a M.S. in Curriculum and Instruction from the University of Tennessee at Martin and also earned certification in Special Education and Reading. Pam has 40 years of experience as a teacher and educational diagnostician. Pam is also a Faculty Director/Lead Teacher for Signal Mountain Christian Co-op, where she teaches History, Latin, Bible, and Study Skills for a group of Middle School students. In 2014, Pam received the Freedoms Foundation of Valley Forge Distinguished Teacher Award.

Jeremy Henderson is a teacher of 8th grade U.S. History and 11th grade Advanced Placement U.S. History at the Center for Creative Arts. Previously, he taught U.S. History at Hixson Middle School for 12 years. Jeremy earned a B.A. in History and a M.Ed. in Secondary Education from the University of Tennessee at Chattanooga where he received the Iphigene Ochs Sulzberger Scholarship in American History. When he was a graduate student, Jeremy was awarded a six-week study fellowship to India through UTC's Departments of Religion and Communications to learn about India's pluralistic religious traditions. In 2007, Jeremy was the recipient of a Japan Fulbright Memorial Award for Teachers, which enabled him to study Japanese culture and education. In 2014, as a Fellow in the Fund For Teachers Program, Jeremy was provided a unique U.S. History professional development program as FFTP enabled him to design his own study tour of the Lewis and Clark Trail.

Matt Logan teaches Honors and Advanced Placement U.S. Government at LaFayette High School where he was recognized as 2016-2017 Teacher of the Year. He holds a B.A. in History from Kennesaw State University and an M.A.T. from the University of Southern California. He attended seminars at Emory University through the National Endowment for the Humanities and Yale University through the Gilder-Lehrman Institute of American History and received the College

Board's Rural Fellows Scholarship and the National Society of High School Scholars' AP Teacher Grant.

Linda Moss Mines was Chair of the History Department at Girls Preparatory School (GPS) in Chattanooga where she taught and coordinated senior level AP classes, Constitutional Law, and the "Partnerships in the Community" program. In spring 2017, she was inducted into the GPS Faculty Emeriti program. She completed both her Bachelor's degree in History and Political Science and Master's degree in Curriculum (History) from Tennessee Tech University. She also is an ABD Ed.D at the University of Tennessee and has done further graduate work at Stanford and Georgetown Law Schools. Linda is the Chattanooga and Hamilton County official historian, a lifetime appointment awarded by both the Chattanooga City Commission and the Hamilton County Commission. Linda is the State Historian for the Tennessee Society Daughters of the American Revolution. In addition, she serves on a number of boards and commissions including the Tennessee Historical Commission, the Education Committee for the Charles H. Coolidge Medal of Honor Heritage Center, and the Chattanooga-Chickamauga National Military Park committee. Linda is most proud that she recently obtained her artillery certification from the National Park Service and can now fire the big guns.

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